SFJ Awards Level 4 Covert Surveillance Operations

Qualification Handbook

Qualification Handbook

SFJ Awards Level 4 Award in Covert Surveillance Operations (Basic)

Qualification Number: 610/3303/0

Operational Start Date: 1st December 2023

SFJ Awards Level 4 Award in Covert Surveillance Operations (Intermediate)

Qualification Number: 610/3304/2

Operational Start Date: 1st December 2023

SFJ Awards Level 4 Certificate in Covert Surveillance (Advanced)

Qualification Number: 610/3305/4

Operational Start Date: 1st December 2023

Contents

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Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
August 2023		Initial version	V1
December 2024		Updated branding. Amendment of terminology from 'target' to 'subject'	V2

1. Introduction

1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1st International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

1.2. Customer Service Statement

Our Customer Service Statement is published on the SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications regulators.

1.3. Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
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Meadowcourt Business Park
4 Hayland Street
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Email: info@sfjawards.com
Website: www.sfjawards.com

2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 4 Award in Covert Surveillance Operations (Basic)
SFJ Awards Level 4 Award in Covert Surveillance Operations (Intermediate)
SFJ Awards Level 4 Certificate in Covert Surveillance (Advanced)

The SFJ Awards Level 4 in Covert Surveillance Operations is a suite of qualifications designed to develop and provide formal recognition of learners' knowledge, understanding and competence of surveillance techniques.

Surveillance is the monitoring of the behaviour, activities, or other changing information - usually of people - for the purpose of intelligence gathering as part of an investigation into unlawful or illegal activity, or for enforcement activities.

The qualifications are aimed at those who wish to gain a recognised qualification, whether they are new to the investigative or enforcement sectors or they have a professional background in a related field and intend to engage in continuing professional development.

The skills developed in these qualifications will be relevant to the private investigation sector and to individuals with a military background carrying out resettlement training prior to civilian life.

2.2. Pre-entry Requirements

Learners must be able to work at Level 3 or above. They will need to have a reasonable level of fitness in order to undertake practical surveillance activities. It is the centres responsibility to assess candidates at enrolment to ensure that this level of qualification is appropriate for them; ensuring that learners can work, have sufficient maturity, and also that they have sufficient capabilities in the English language at this level.

If English is not the learner's first language, they should hold a suitable internationally recognised qualification e.g., International English Language Testing System (IELTS) (or equivalent). It is preferable but not mandatory that learners are able to drive and hold a valid driving licence, but if not, they must have the physical and medical means to be able to learn to drive in future.

Centres must keep a record of the initial assessment for quality assurance purposes, including written evidence and/or scanned/photocopied documents as required. They must complete an enrolment form for each learner which identifies the evidence which has been taken/reviewed, deemed sufficient to justify course entry and signed and dated. This form will be reviewed as part of standard QA procedures. Evidence must be retained in accordance with current data protection legislation.

Centres must also ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

If learners intend to progress onto the succeeding qualifications within the suite, they must register within 6-12 months of certification if they intend to use units already taken towards this qualification. This suite of qualifications has been designed to offer a path of progression and a longer period of time between them would pose the risk of skills lapsing. If 12 months have elapsed since certification, then learners will be required to take all the necessary units again as required to meet the rules of combination. During this period of time learners must also have been actively engaged in the surveillance industry.

2.3. Qualification Structure

SFJ Awards Level 4 Award in Covert Surveillance Operations (Basic) (610/3303/0): To achieve this qualification learners have to achieve all 4 units in Mandatory Groups A

SFJ Awards Level 4 Award in Covert Surveillance Operations (Intermediate) (610/3304/2): To achieve this qualification learners have to achieve all 8 units in Mandatory Groups A and B

SFJ Awards Level 4 Certificate in Covert Surveillance Operations (Advanced) (610/3305/4): To achieve this qualification learners have to achieve all 8 units in Mandatory Groups A and B and at least 3 of the units from Optional Group C.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	TQT
Mandatory Group A					
1	A/650/8620	Teamwork in Surveillance Operations	4	10	15
2	D/650/8621	Obtaining and Collating Information by Surveillance	3	11	14
3	J/650/8624	Organising Foot Surveillance	4	11	13
4	K/650/8625	Organising Mobile Surveillance	4	17	19
Mandatory Group B					
5	R/650/8628	Organising Advanced Mobile Surveillance	4	18	20
6	T/650/8629	Organising Advanced Foot Surveillance	4	8	9
7	F/650/8631	Conducting Public Transport Surveillance	4	10	11
8	H/650/8632	Counter Surveillance Operations Awareness	4	2	5

Unit Number	Odyssey Reference	Unit Title	Level	GLH	TQT
Optional Group C					
9	K/650/8634	Organising Counter Surveillance Operations	4	8	9
10	L/650/8635	Digital Cameras and Photographic Techniques	3	7	14
11	R/650/8637	Video Editing Skills	3	8	14
12	Y/650/8639	Open Source Intelligence	3	8	14
13	H/650/8641	Technical Surveillance Methods	4	9	12

2.4. Total Qualification Time (TQT)

Values for Total Qualification Time[1], including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 4 Award in Covert Surveillance Operations (Basic)	61	49
SFJ Awards Level 4 Award in Covert Surveillance Operations (Intermediate)	106	86
SFJ Awards Level 4 Certificate in Covert Surveillance Operations (Advanced)	141 - 148	109 - 111

2.5. Grading

This qualification is graded pass / fail.

2.6. Age Range and Geographical Coverage

This qualification is recommended to learners aged 18 years and over and is regulated in England and Wales.

2.7.   Opportunities for Progression

These qualifications create a number of opportunities for progression.

Learners can progress to employment as a surveillance operative. Depending upon the optional units achieved, they may be able to improve their employability in specific areas of surveillance. Learners can also progress to a variety of qualifications including in rural surveillance, private investigation, technical counter surveillance, photography and store detection.

2.8.   Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website sfjawards.com or on request from SFJ Awards.

3. Qualification Units

3.1. Mandatory Units

Title	Teamwork in Surveillance Operations
Level	4
Unit Number	1
TUT	16
GLH	12

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Understand the effectiveness of surveillance teams	1.1	Explain the different types of surveillance teams and their surveillance methods	Surveillance Teams: Types of surveillance team; foot surveillance teams, mobile surveillance teams, motorcyclists, static O.P. teams, combined foot and mobile team, technical support, composition of a surveillance team; team leader/commander, surveillance operators, command/controller, log keeper, specialists. Surveillance Methods: Surveillance: continuous watching or listening of people, vehicles, places, or objects, in order to gather intelligence or evidence, long term, short term, covert, overt, foot,

			mobile, urban, rural, static, combined, technical, directed, and intrusive.
	1.2	Describe the personal qualities and appearance of a surveillance operative	Personal qualities: quick thinking and quick to react, able to act naturally, able to fit into a variety of backgrounds, good eyesight and good hearing, a good memory, a good talker, actor, physically fit, able to work on own initiative or as a team, awareness of the local area, proficient in using equipment, proficient driver.

Personal appearance is subjective to operative work and should adapt to environment but may include: confident, dress awareness; no bright colours, no contrasting colours, to fit in with the area, practical, to suit the weather, to suit the vehicle, no uniformity. |
| | 1.3 | Explain the planning, preparation, and basic equipment required to carry out a surveillance operation | Basic equipment required: brief sheet and recce report, log sheets or notebook, memo recorder (tape or digital), mapping systems, cameras, binoculars, spare batteries and recording media, night scope, torch, lightweight jacket, Global Positioning System, money, food and drink, first aid kit. |

	1.4	Explain the terms, expressions, and application used in surveillance	Terms Used in Surveillance: radio commentary, surveillance speak (glossary), giving direction, abbreviations, brevity and codes, other methods, need for accuracy; accurate timely reporting.
2. Be able to communicate with team members	2.1	Demonstrate the use of a surveillance radio in covert mode	Surveillance Radio: changeable parts, frequencies, basic controls, transmission ranges, carriage, battery life, covert ancillaries, radio network discipline, radio checks, radio security.
	2.2	Analyse communication requirements for surveillance operations	Communication Requirements: Network discipline and control, long messages, relaying messages, scanners and radio hams, map spotting.
			Code word systems: click system, identity codes, phonetic alphabet, spectrum mapping, other organisations' codes.
			Methods of communication: mobile phones (Apps such as WhatsApp), car to car radios, hand signals, cross contamination, text messages, digital security.
	3.1	Analyse information required for planning a surveillance operation	Surveillance Information:

3.	Be able to organise a surveillance operation and deliver a surveillance plan			Open Source such as: name, address, family, associates routines, telephone number, mode of transport, awareness level, previous surveillance operations. Descriptions: age, build, clothing, distinguishing marks, elevation, face, gait, hair, I.C Code, identity codes, ethnic description, initiating a surveillance. Surveillance triggers: static observations, van, cars, covert cars, footman, drones, audio transmissions, video transmissions, informants, tracking equipment.
		3.2	Produce a plan for a surveillance operation	Surveillance Planning: Physical reconnaissance, planning the start point, map and aerial recce, physical recce, visual plans, trigger positions, routes in and out, team rendezvous, emergency rendezvous, drop off points and pick up points, hazards – hostile. Written evidence: recce report, recce sketch plan. Logistical and resource requirements; establish aim, length of operation, size of team and composition, radios,

			vehicles, cameras, specialists, legislative considerations.
4. Understand how to minimise personal risk during surveillance operations	4.1	Explain how to minimise risk to personal safety	Personal Safety: safety awareness, personal safety, recognising threats, safety on foot, safety in vehicles, managing confrontation, first aid, third party awareness, digital security.
	4.2	Evaluate how a surveillance operator can be compromised	How Surveillance is Compromised: Subjects awareness levels: those who are unaware, those who are totally aware, those who are semi-aware. Avoiding third party awareness: acting naturally, having a reason for being there, adopting an identity, being observant, having a cover story, keeping equipment covered, informing the police. Causes of compromise: multiple sightings, loss –v- gain, un-natural behaviour, neighbourhood watch scheme, risk assessment, digital security.
	4.3	Analyse the principles of Loss -v- Gain	Loss-v-Gain (exposure meter): Principles, pros and cons, client instructions, aims and objectives, decision making.

	4.4	Produce a risk assessment for a surveillance operation	Health and Safety Risk Assessment: identify hazards, who might be harmed, evaluate risks, control measures, record findings, review, dynamic risk assessment
5. Be able to produce a detailed surveillance briefing	5.1	Produce a structured surveillance operation briefing for a team	Surveillance Operation Planning: research subject, analyse subject, demonstrate confidence in subject matter, understand principles, develop structured plan.
	5.2	Debrief the team following a surveillance deployment	Surveillance de-briefings: intelligence gathered, operational, exposure levels (heat stakes), personnel and vehicles, new procedures, actions on, forward planning, its impact on a surveillance operation

Additional information about the unit	
Delivery guidance	Learners are taught how to carry out a covert surveillance by different methods and the reasons why it is used. Learners are also taught the composition of a surveillance team and the importance of their appearance and dress sense for the environment in which they are working and to have the correct equipment to carry out their task. Learners acquire the knowledge to correctly operate a surveillance radio and communicate using standard voice procedures, phonetic alphabet and simple security codes thus enhancing teamwork. They are taught how to plan and deliver briefings and are made aware of the importance of personal safety and carrying out risk assessments in order to minimise risk to the surveillance team and the general public. The learner is also required to research a surveillance related topic, produce a deployment plan, and deliver the presentation to the class.

Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (2.1, 3.2, 5.1, 5.2) using simulated work based scenarios in a realistic environment.

Title	Obtaining and Collating Information by Surveillance
Level	3
Unit Number	2
TUT	14
GLH	11

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to keep accurate surveillance logs in accordance with legislation	1.1	Explain how relevant legislation, and the Surveillance Codes of Practise relate to surveillance undertaken by Public and Private Bodies	Legislation could include: Human Rights Act 1998 (HRA), Regulation of Investigatory Powers Act 2000 (RIPA), Criminal Procedure and Investigations Act 1996 (CPIA), Data Protection Act 2018 and General Data Protection Regulation (GDPR). Surveillance Code of Practice: different types of surveillance, directed surveillance, intrusive surveillance, authorisations, records, public and private bodies for example: Police, HM Revenue and Customs, DWP, Trading Standards, Local Authorities, private companies and individuals.

			Additional information could include phrases such as: Lawful, necessity, proportionality, and collateral intrusion (PLAN)
	1.2	Identify the chain of evidence in relation to continuity	Correct Reporting: original notes, working copies, statements, security and custody of documents and digital / recording media, log keeping: original notes, log keeper, opening and closing statement, debrief, memo recorders, master logs, supplementary logs. Logbook Discipline: Erasures, loose leaves, blank lines, overwriting, writing between lines, statement, and direct speech / separate pieces of paper (ELBOWS)
	1.3	Identify the pitfalls of eyewitness testimony	Pitfalls of Eyewitness Testimony: R -v- Turnbull 1976, special need for caution, single witnesses, several witnesses etc. ADVOKATE: Amount of time, Distance, Visibility, Obstructions,

				Known before, Any reason to remember, Time, Errors.
		1.4	Produce a handwritten surveillance log following a surveillance exercise	Surveillance Log: to include all information required for a subsequent surveillance report.
		1.5	Produce a typed formal surveillance report	Formal Surveillance Report: to include information from a surveillance log.
2.	Be able to participate in taking covert images	2.1	Identify best practice of taking covert images and video	Identify best practice: practise, sweeping, shooting from hip, actors, looking through, random shots, subject towards you, observe, move fast, think ahead, anticipate, mobile phones, covert cameras.
		2.2	Produce covert images during a surveillance exercise	Covert Images: cover story, avoid eye contact, cameras to silent, camera lights, collateral intrusion, avoiding checking every photo on the camera display immediately after capture, test shots, fast shutter speeds, depth of field, high ISO, exposure, practise.

3.	Understand the legalities of using and deploying GPS tracking devices	3.1	Explain the legal conditions of using and deploying trackers	Legalities: trespass, data protection, property interference, criminal damage, necessity, proportionality, Association of British Investigators Policy on Tracking.

Additional information about the unit	
Delivery guidance	This unit is classroom study based with practical exercises carried out in the field. Training must be conducted in an appropriate room suitable for the number of learners and trainers. It should be equipped with the standard resources found in a training environment and should comply with current health and safety requirements. Specialist equipment and resources/training aids specific to this unit should be utilised such as: • Computer PowerPoint presentation together with projector with screen • Magnetic drywipe board and magnets • Surveillance log sheets and logbooks • Home Office publications • RIPA Forms • Observation exercise video and TV • Video cameras • Covert cameras • Tracking equipment
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ

	Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (1.4, 1.5 and 2.2), using simulated work based scenarios in a realistic environment.

Title	Organising Foot Surveillance
Level	4
Unit Number	3
TUT	12
GLH	10

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to participate in foot surveillance	1.1	Describe the four phases of a surveillance operation and the surveillance cycle	Surveillance Cycle: plot, pick up, follow, housing, standbys, false starts.
	1.2	Demonstrate the basic tactics used in foot surveillance	Basic tactics, trigger positions, plot up positions, identification, directions, control and positioning, handovers, losses, change of direction, clearing corners, stops, identify premises, reporting, logging, risk -v- reward, third party awareness.
	1.3	Participate in foot surveillance exercises	Foot Surveillance Practical Exercise: observe practical foot surveillance exercises to practise; trigger positions, plot up positions, identification,

				directions, control and positioning, handovers, losses, change of direction, clearing corners, stops, identify premises, reporting, logging, risk -v- reward.
2.	Understand foot anti-surveillance measures	2.1	Explain situations in which subjects are more likely to be surveillance aware	Times of awareness: rising above base level, prior to activity, during, post activities, aware, unaware, lost subjects.
		2.2	Give examples of the various foot anti-surveillance measures a subject may carry out	Foot Anti-Surveillance Measures: covert anti-surveillance measures, direct challenges, indirect challenges, U turns, reflections, public spaces, public transport, phone boxes, narrow channels, stops, cashpoints, cafes, shopping centres.
		2.3	Analyse the risks and options that are open to the subject when they identify that they are being followed	Anti-Surveillance Options: Continue, deviate, evade, trap, challenge, arrange counter surveillance, go to a safe place. Risks: personal risks and operational risks.

	2.4	Analyse the risks and options that are open to the operative when they identify that they have been compromised	Terminate, continue, deviate, evade, trap, overt options, cover story, challenge, arrange counter surveillance, go to a safe place, adopt different tactics, technical surveillance. Risks: personal risks and operational risks.

Additional information about the unit	
Delivery guidance	This unit is classroom study based with practical exercises carried out in the field. Training must be conducted in an appropriate room suitable for the number of learners and trainers. It should be equipped with the standard resources found in a training environment and should comply with current health and safety requirements. All practical exercises should be conducted in a suitable urban town centre environment which has been assessed for health and safety issues. Specialist equipment and resources/training aids specific to this unit should be utilised such as: • Computer PowerPoint presentation together with projector with screen • Magnetic drywipe board and magnets • Glossary of Terms • Car bag containing basic surveillance equipment • Radio equipment and covert radio ancillaries • Risk assessment forms • Maps of the training area
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass. Knowledge based assessment criteria are assessed by short answer questions, written exercises and

	research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (1.2 and 1.3), using simulated work based scenarios in a realistic environment.

Title	Organising Mobile Surveillance
Level	4
Unit Number	4
TUT	19
GLH	17

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to organise mobile surveillance operations	1.1	Analyse surveillance vehicle requirements	Surveillance Vehicle: considerations including colour, appearance, type, engine size and suitability, road worthiness, communication equipment, security, and safety.
	1.2	Demonstrate the basic tactics used in mobile surveillance	Mobile Surveillance Basic Tactics: trigger positions, plot up positions, false starts, directions, control and positioning, handovers, losses, change of direction, stops, navigation, video positions, housing, reporting, logging. Foot and Mobile Surveillance: drop off and pick up: when, deployment, radio check,

				equipment, control, radio discipline, pick up, foot check.
	1.3	Coordinate mobile surveillance exercises		Mobile Surveillance Exercises: practical mobile surveillance exercises, coordinate requirements, trigger positions, plot up positions, false starts, directions, control and positioning, handovers, losses, change of direction, stops, navigation.
2. Understand mobile anti-surveillance measures	2.1	Distinguish between 'anti-surveillance' and 'counter surveillance'		Anti-Surveillance: What a person would personally do to detect surveillance. Counter Surveillance: Using a third party (person or team) to detect the surveillance of a 'principal.'
	2.2	Analyse mobile anti-surveillance measures		Mobile Anti-Surveillance Measures: covert and overt drills, U turns, challenges, one ways, reflections, alternating speeds, change from urban to rural areas, lane hopping, false indication, jumping lights, roundabouts, frequents stops.

			Times of Awareness: rising above baseline, prior to activity, during, post activities, returning to haven, by routine.
	2.3	Evaluate the options available for someone being followed	Options: continue, deviate, evade, trap, challenge and arrange for counter surveillance.

Additional information about the unit	
Delivery guidance	This unit is divided into two outcomes and is designed to provide learners with the fundamental knowledge of organising and carrying out a surveillance in a mobile surveillance team. Learners are taught the basic methods and procedures of mobile surveillance used in order to gather evidence whilst communicating effectively by surveillance radios, in order to establish effective teamwork. Learners are also taught how to deploy from their surveillance vehicle during changing circumstances within the surveillance.
	In addition, learners are taught the mechanics and techniques used in anti-surveillance whilst operating by vehicle. They are taught how to recognise and establish whether a surveillance subject is carrying out anti-surveillance measures and how to counter them in order to prevent compromise of surveillance operations.
	• Computer PowerPoint presentation together with projector with screen • Magnetic drywipe board and magnets • Glossary of terms • Radio equipment and covert radio ancillaries • Maps of the training area • Cars and fuel

Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (1.2 and 1.3), using simulated work based scenarios in a realistic environment.

Title	Organising Advanced Mobile Surveillance
Level	4
Unit Number	5
TUT	24
GLH	22

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to organise advanced mobile surveillance operations	1.1	Demonstrate a range of advanced tactics used in mobile surveillance	Advanced Tactics: different vehicle types, primary plot, secondary plot, rolling pickup, motorways, multiple lanes, parallels, one way streets, multi-storey car parks, slow moving subjects, fast moving subjects, night surveillance, hostile areas, third party awareness, lost comms drills, anti-surveillance, deploying standing Observation Posts (OP's).
	1.2	Coordinate advanced mobile surveillance exercises	Mobile Surveillance Exercises: coordinate requirements, primary / secondary plot rolling pickup, motorways, multiple lanes, parallels, one way streets, multi storey car parks, slow moving subjects, fast moving

				subjects, hostile areas, third party awareness, control and positioning, handovers, losses, change of direction, stops, navigation, tolls and congestion areas.
2.	Be able to organise night mobile surveillance	2.1	Coordinate tactics used in night mobile surveillance	Night Mobile Tactics: car lighting, distancing, frequent handovers, headlights, night glossary.
3.	Be able to navigate in urban and rural areas	3.1	Navigate using mapping systems and technology	Navigation Skills: satellite navigation for example: Google Earth / Street View, WhatsApp live locations, What Three Words, orientation, map reading (street maps and 1:50,000 scale maps), grid references, rural geography, urban geography, navigational skills, navigational aids, spot codes, road craft, GPS systems, programming: Combined Mobile and Foot Surveillance Practical Exercises.

Additional information about the unit	
Delivery guidance	This unit is designed to provide learners with the knowledge of organising carrying out advanced methods of covert surveillance in a mobile surveillance team. Learners will progress from the basic methods and procedures previously taught in Unit 4. Learners are taught the advanced methods and

	techniques used when a subject of surveillance uses numerous geography and road types whilst driving at slow and high speeds. Navigational skills are taught with the use of basic map reading and global positioning systems together with road craft skills. Learners will also coordinate advanced mobile surveillance through practical exercises.
	• Computer PowerPoint presentation together with projector with screen • Magnetic drywipe board and magnets • Glossary of terms • Radio equipment and covert radio ancillaries • Maps of the training area
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass. Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook. Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook. Simulation is permitted for all competence-based assessment criteria (1.1, 1.2, 2.1, 3.1), using simulated work based scenarios in a realistic environment.

Title	Organising Advanced Foot Surveillance
Level	4
Unit Number	6
TUT	11
GLH	10

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to organise advanced foot surveillance operations	1.1	Coordinate a range of advanced tactics used in foot surveillance	Advanced Tactics could include: primary plot, secondary plot, rolling pickup, public places, parks, pedestrian underpasses, restaurants, hotels, indoor shopping centres, multiple exits, multiple levels, escalators, elevators, stairways, phone booths, cash machines.
	1.2	Explain a range of advanced tactics used when using public transport	Public Transport examples: buses, taxis, trains, rail networks, underground rail, trams, ferries, e-bikes, e-scooters.

Additional information about the unit	
Delivery guidance	Learners are taught the mechanics and techniques used when a subject of surveillance uses public places and buildings with multiple exits such as restaurants, indoor shopping centres with multiple levels, outdoor parks, and public transport such as busses and railway networks. Learners will also coordinate advanced foot surveillance through practical exercises.
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass. Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook. Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook. Simulation is permitted for all competence based assessment criteria (1.1, 1.2), using simulated work based scenarios in a realistic environment.

Title	Conducting Public Transport Surveillance
Level	4
Unit Number	7
TUT	11
GLH	10

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1.	Understand the requirements of public transport surveillance	1.1	Analyse appropriate situations in public transport surveillance	Appropriate Situations: pre-planned, un-planned, payment methods, identifying destinations, bus, rail, tube, taxi, foot team, mobile team, motorcyclist, anti-surveillance.
		1.2	Assess communication requirements in public transport surveillance	Communication Requirements: covert comms, use of 'clicks,' transmission ranges, electrical interference, third party awareness, text, WhatsApp, standbys, discipline.
2.	Understand the requirements of conducting surveillance on buses	2.1	Analyse team positions when conducting surveillance on buses	Team Positions: pre-planned, at, before, after, un-planned, payment methods, identifying destinations, position on bus, notice of intention, position of back-up, stopping the bus, handing over, being picked up, bus lanes, plotting on stops, bus

				apps and timetables, use of WhatsApp and dropping pins.
3.	Understand the requirements of conducting surveillance on trains and the underground	3.1	Analyse team positions when conducting surveillance on trains and the underground	Team Positions on Trains: pre-planned, un-planned, payment methods, identifying destinations, loss drill, actions on platforms, position on carriage, notice of intention, position of back-up, team to destination, team at origin, handing over, being picked up, line changes, motorbike, use of WhatsApp and dropping pins.

Team Positions on Underground: pre-planned, un-planned, payment methods, identifying destinations, communications, relay messages, third party awareness, loss drill, actions on platform, position in carriage, notice of intention, position of back-up, alighting direction, team to destination, team at origin, handing over, being picked up, bus lanes, plotting on stops, line changes, motorbike, use of Wi-Fi and WhatsApp, dropping pins, exiting system, team check. |

4. Understand the requirements of conducting surveillance on taxis	4.1	Analyse team positions when conducting surveillance on taxis	Team Positions on Taxis: pre-planned, un-planned, private hire, Uber, identifying destinations, loss drill, back streets, short cuts, position of back-up, team to destination, taxi lanes, use of own taxi, motorbike, sudden drops.

Additional information about the unit	
Delivery guidance	Learners are taught in class the mechanics and techniques used when a subject of surveillance uses public transport such as buses, trains, taxis, and the underground. Advanced foot surveillance will be practically carried out on public transport with the support of the remaining surveillance team in vehicles. Team dynamics, communications and navigation is absolutely vital for the success of this type of surveillance.
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria, using simulated work based scenarios in a realistic environment.

Title	Counter Surveillance Operations Awareness
Level	4
Unit Number	8
TUT	10
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Understand counter surveillance operations	1.1	Explain the principles of counter surveillance	Principles: definition, the threat, what to look for in people, understand needs, surveillance vulnerabilities, repetitive sightings, choke points, alternative choke points, planned, unplanned, overt, covert, unsophisticated, sophisticated, foot, mobile, day, night, route recces, choke points, threat of trackers, search for trackers.

Additional information about the unit	
Delivery guidance	This unit is designed to provide learners with the knowledge of counter surveillance operations in order to identify whether they (or a principal) is the subject of surveillance.
	Learners are taught the principles of counter surveillance techniques used to plan a foot and mobile counter surveillance route, in order to monitor several choke points and surveillance hazards and to identify whether surveillance is present.

Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.

3.2. Optional Units

Title	Organising Counter Surveillance Operations
Level	4
Unit Number	9
TUT	10
GLH	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Guidance and/or Indicative Content
1. Be able to plan counter surveillance routes	1.1	Plan a counter surveillance route for a surveillance team	Counter Surveillance Route: plan route, choke points, emergency RV, brief team, principles briefing, actions on, what to do if, mobile route without stops, mobile route with stops, surveillance traps, command and control, real time reporting, coincidences, night operations, mobile operations, foot operations, combined operations.
2. Be able to organise counter surveillance	2.1	Coordinate counter surveillance exercises	Counter Surveillance Exercises: observe counter surveillance exercises, coordinate requirements: brief, task,

			debrief, actions on threats, log sightings.
	2.2	Debrief a counter surveillance exercise	Intelligence Debrief: operational debrief, intelligence debrief, positive threats, potential threats, coincidences.
			Operational Debrief: overview, what went right, what went wrong, what would you do differently, improvements, things to remember.
			Exposure: Exposure levels, personnel, vehicles, places.

Additional information about the unit	
Delivery guidance	This unit is designed to provide learners with the knowledge of organising and carrying out counter surveillance operations in order to identify whether they (or a principal) is the subject of surveillance.
	Learners are taught the methods and techniques used to plan a foot and mobile counter surveillance route, in order to monitor several choke points and surveillance hazards and to identify whether surveillance is present. This counter surveillance unit is also required to be carried out at night.
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic /

| | video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook. |
| | Simulation is permitted for all competence based assessment criteria (1.1, 2.1 and 2.2), using simulated work based scenarios in a realistic environment |

Title	Digital Cameras and Photographic Techniques
Level	3
Unit Number	10
TUT	14
GLH	8

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	Guidance and/or Indicative Content
1. Understand how digital cameras operate in their various modes	1.1	Explain the features, controls, functions, and modes of a DSLR camera	Features: full frame, APS-C, crop sensor, processors, sensors, dioptric, menus, shortcuts, viewfinder, screens, touch screens, controls, adjustments, SD cards, CF cards, storage, class, speed, data recovery, format, time and date, settings, white balance, ISO, compression, quality, JPG, RAW, flash, bridge cameras, compact cameras Controls: on / off switch, shutter release, menus, shortcuts, Q buttons, mode dial, video, scroll wheels, assigning buttons, lens release, tripod mount, internal flash, hot shoe, magnifier, connections, focus lock, exposure lock, live view

				Functions: Q buttons, info button.
				Modes: manual, automatic, program, aperture priority, shutter priority, video, bulb; characteristics: full control, automatic, semiautomatic, depth of field, shutter speed, still subjects, moving subjects, motion video, long exposures.
2. Understand the characteristics of exposure		2.1	Explain methods of metering	Metering: daylight, artificial light, lens size, aperture, shutter speed, ISO setting, evaluative, matrix, partial, centre weighted, spot.
		2.2	Explain methods of exposure adjustment	Exposure Adjustment: test shots, fully manual, EV meter, under exposing, overexposing, reverse spot metering, exposure bracketing, long exposures, daylight flash.
		2.3	Explain depth of field	Depth of Field: aperture, aperture priority, f stops, telephoto lenses, foreground, background, image data.

		2.4	Produce images displaying the effects of depth of field	Depth of Field: with an understanding of camera settings.
		2.5	Produce images at different shutter speeds	Shutter Speeds: slow and fast shutter speeds with an understanding of camera settings.
		2.6	Produce images at different exposures	Exposures: normal exposure, under exposure and over exposure.
3.	Understand the use of lenses	3.1	Identify the characteristics of lenses	Characteristics: prime lens, zoom lens, focal length, lens speed, f stops, aperture, vibration reduction, image stabilisation, camera shake.
		3.2	Explain the uses of different lenses	Different Lenses: brands, prime, zoom, telephoto, super telephoto, wide angle, stabilisation, ultra-sonic, lens hoods, attaching, removing, filters, focus lock.
4.	Understand how to use post-processing software	4.1	Explain the use of post-processing software and identify the tools used	Post-Processing Software: Adobe, Photoshop, file info, image size, revert, shortcuts, undo.

			Tools: crop, eyedropper, spot healing, clone stamp, eraser, mosaic, blur, sharpen, dodge, burn, text.
	4.2	Explain how to manipulate images by applying adjustments	Applying Adjustments: opening in RAW, opening in JPEG, brightness / contrast, levels, curves, exposure, shadows, vibrance, hue / saturation, black and white, noise reduction, sharpen, histograms.
	4.3	Explain how to manipulate digital images to resize and store in various formats	Manipulate Digital Images: canvas size, image size, PPI, resolution, resizing, image rotation, straightening, transform, save as, formats, JPG, TIFF.
	4.4	Produce a portfolio of eight images	Portfolio: shutter speed, aperture, IOS adjustment, exposure modes, composition.
5. Understand how to preserve the integrity of digital images in a chain of evidence	5.1	Explain a continuity audit trail and the process of retaining the original data with reference to digital images	Continuity: audit trail, format, set clock, test shots, deleting images, file recovery, integrity, authenticity. Different Types of Storage: SD card, CF card, hard drive, CD,

| | | DVD, Cloud, card speed, card class, memory, security. |
| | | Working Copies: Original data, gold copy, silver copy, bronze copy, unused material. |

Additional information about the unit	
Delivery guidance	Using PowerPoint presentations and practical demonstrations, learners will identify the controls and functions of a DSLR camera via the menus, dials, and buttons. They must demonstrate the use of a DSLR Camera in each mode and explore the uses of aperture, shutter speed and ISO. Tutors will demonstrate the importance of light in its various forms and learners will observe light and identify different methods of metering in relation to obtain the desired effect. They will practise making exposure adjustments by different means and apply image histogram data. The use depth of field is encouraged for learners to apply methods of composition.
	Using and understanding the scope of different focal length lenses, enables the learner to apply previously taught techniques where shutter speeds, aperture and composition are central to obtaining good pictures. On location, tutors should continually suggest different lenses and focal lengths to be used.
	Learners are encouraged to look at a potential scene or subject and apply the rules and combinations of composition which forms the basis of a good picture. Learning is 20% classroom based with the remaining time devoted to putting the theory into practice via centre set assignments.
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ

	Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (2.4, 2.5, 2.6 and 4.4), using simulated work based scenarios in a realistic environment.

Title	Video Editing Skills
Level	3
Unit Number	11
TUT	14
GLH	8

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to operate video cameras and apply various settings	1.1		Identify the features and controls of a video camera and make adjustments to the shooting settings	Features: zoom, focus ring, audio input, video input, anti-shake, dioptre, eyepiece, screen, touch screen, SD cards, Controls: On / off switch, record, playback, white balance, exposure compensation, backlighting. Adjustments: format, date and time, file type, compression, 1080p, file size, frames per second, shutter speed, TV type, PAL, NTSC, date and time .TXT files.
2. Understand the characteristics of video compression	2.1		Explain basic methods of compression	Compression: AVCHD files, H.264, containers, 1080p, 1080i, video data, audio data, time

			code, codec, formats, AVI, MOV, MP4, MTS, unpackaging.
3. Be able to use post-processing editing software	3.1	Explain the use of post-processing software and identify the tools used	Post-Processing Software: Investvideoed, Filmora, Final Cut, Premiere, Adobe, Screen layout, clips area, folders area, adjustments area, shortcuts, import, events, multiple sources. Tools: cut, splice, delete, undo, audio, transitions, text, filters, masking, enhancements.
	3.2	Edit a video by applying adjustments	Applying Adjustments: import, timeline, rendering, cut, splice, delete, undo, audio, transitions, text, filters, masking, enhancements, brightness / contrast, exposure, shadows.
	3.3	Export a digital video, resize it and store it in a different format	Export Digital Images: output folder, output file, preset, 1080p, 4k, output format, MP4, audio etc.
4. Understand how to preserve the integrity of digital video in a chain of evidence	4.1	Explain a continuity audit trail and the process of retaining the original data with reference to digital videos	Continuity: audit trail, format, set clock, test shots, deleting images, file recovery, integrity, authenticity. Different Types of Storage: SD card, CF card, hard drive, CD,

| | | DVD, Cloud, formatting, card speed, card class, memory, security. |
| | | Working Copies: original data, gold copy, silver copy, bronze copy, unused material. |

Additional information about the unit	
Delivery guidance	Using PowerPoint presentations and practical demonstrations, learners will identify the controls and functions of a video camera via the menus, dials, and buttons. They must demonstrate the use of a Camcorder Camera and explore the uses of zoom and exposure compensation.
	Using and understanding the scope of different focal length (zoom), enables the learner to apply previously taught techniques.
	Learners should have access to appropriate technology such as: digital cameras, computers using image processing software
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (1.1, 3.2 and 3.3), using simulated work based scenarios in a realistic environment.

Title	Open Source Intelligence
Level	3
Unit Number	12
TUT	14
GLH	8

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Understand the basic principles of how the internet works	1.1	Describe internet and email processes	Internet: IP addresses, static IP, dynamic IP, ISP's, IP tracking, open headers, raw source.
2. Be able to use websites and search engines to establish links	2.1	Use open source websites to establish links to other information, intelligence, or evidence	Links to Information: Boolean logic, speech marks, advanced search tools, directories, domain names, registrants, whois, profiles, links, back links, site searches, alerts.
3. Be able to conduct research using a variety of methods	3.1	Research vehicle information using a variety of methods	Searching Vehicles: trade sites, registrations, DVLA, apps, auction sites.
	3.2	Research social media information using a variety of methods	Social Media: social networking sites, SNS, Facebook, LinkedIn, Instagram, Twitter,

				usernames, profile ID, tagging, fake accounts, search terms, linking, hidden lists, connections, friends, security, and privacy.
	3.3	Research properties using a variety of methods		Searching Properties: address, postcode, planning applications, land registry, estate agents, maps, Google earth, Bing maps.
	3.4	Research businesses using a variety of methods		Research Businesses: type of company, sole traders, limited companies, companies house, director search, dissolved, accounts, auction sites.
	3.5	Research people and phone numbers using a variety of methods		People and Phone Numbers: search engines, names, correct spelling, aliases, speech marks, Boolean logic, people sites, WhatsApp, Signal, Twitter, Pipl.
4. Be able to search for images and historical data	4.1	Research images and videos using a variety of methods		Images and Videos: photographs, EXIF data, removing data, Google Images, Tineye, exact images, copyright, similar images, image metadata, GPS co-

				ordinates, geo tagging, facial recognition, flickr, copyright, video, downloads.
	4.2	Obtain website historical data from old websites		Historical Data: old accounts, removed websites, caches, downloading websites, historical websites, Sitesucker, Wayback Machine.
5. Understand how to manage and capture research evidence	5.1	Explain the process of a research audit trail		Audit Trail: legislation, digital evidence, capturing digital evidence, recording, screen shots, complete websites, snapshots, images, distractions.

Additional information about the unit	
Delivery guidance	Learners are taught how to carry out searches on the Internet using a variety of websites, directories, and search engines. Using particular search engines correctly, ensures that the researchers minimise on wasteful lines of enquiry and maximise on positive results.
	They are taught various ways of researching through all publicly accessible sites for individuals, places, vehicles, business, and social media. Learners are able to put into practise the various methods of searching during practical exercises.

Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (2.1 – 4.2), using simulated work based scenarios in a realistic environment.

Title	Technical Surveillance Methods
Level	4
Unit Number	13
TUT	12
GLH	9

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content
1. Be able to operate vehicle tracking equipment	1.1	Evaluate information required prior to deploying a vehicle tracking device	Information Required: surveillance requirements, planning deployment, placement, vehicle and plot recces, rehearsals, cover cars, control of subject, vehicle intelligence, team composition, type of tracking device, decision making, risk assessment.
	1.2	Produce a plan for a vehicle tracking device deployment	Vehicle Tracking Planning: live trackers, GPS loggers, limitations, planning deployment, placement, recces, rehearsals, decision making, cover cars, control of subject, vehicle intelligence, team composition, actions on, battery change, recovery, check and test, SMS

			forwarding, geo-fencing, briefing team, compromise plan.
	1.3	Coordinate a deployment and recovery exercise	Deployment and Recovery: planning and deploying tracking device, placement, recces, rehearsals, cover cars, control of subject, vehicle intelligence, team composition, briefing, type of tracking device, decision making: recovering tracking device, debriefing, record / report.
	1.4	Evaluate the legalities of using and deploying trackers	Legalities: trespass, data protection, necessity, proportionality, various policies on tracking.
2. Be able to obtain covert images with portable video cameras	2.1	Evaluate settings to operate a covert portable video camera	Settings: charge battery, format card, set date and time, on, off, record, aiming.
	2.2	Analyse images in covert video exercises	Covert Video Exercises: aims, film, review, camera shake, back lighting, angles, errors, colleagues, audio.

Additional information about the unit	
Delivery guidance	This unit is divided into two outcomes and is designed to provide learners with further knowledge of using technical surveillance equipment in support of conventional surveillance such as vehicle tracking

	and video photography.
Assessment guidance	This unit is assessed using an SFJ Awards Assessment Workbook. This is internally marked and verified by the centre, using the provided marking guidance, and externally quality assured by SFJ Awards. All assessment criteria must be achieved. The unit is not graded; successful learners achieve a pass.
	Knowledge based assessment criteria are assessed by short answer questions, written exercises and research tasks as identified in the SFJ Awards Assessment Workbook.
	Competence based assessment criteria are assessed by observations including delivering briefings, presentations, the carrying out of practical surveillance activities, completion of logs, photographic / video portfolio assignments and assessor checklists. A portfolio including all of the evidence must be attached as identified in the SFJ Awards Assessment Workbook.
	Simulation is permitted for all competence based assessment criteria (1.2, 1.3 and 2.2), using simulated work based scenarios in a realistic environment.

4. Centre Requirements

4.1. Centre Responsibilities

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies

- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

4.2. Centre Assessment Standards Scrutiny (CASS) Strategy

Awarding Organisations are required by Ofqual to have a CASS Strategy in place to improve the controls where an assessment is devised and marked by a centre.2 In line with our CASS Strategy, SFJ Awards will determine the most appropriate CASS approach for each qualification / qualification suite using a risk based approach.

Any Subject Matter Experts (SMEs) used by centres to develop and/or mark assessments must declare any conflict of interest and centres must ensure that any such conflicts are mitigated. All details of such conflicts of interest must be recorded by the centre.

SFJ Awards will require sample assessments from centres to maintain confidence with our centres' approach to maintaining the integrity of our quality assurance strategy defined within the CASS strategy. Centre marking will be subject to external quality assurance.

Centres are permitted to develop and mark assessments for the qualification(s) in this handbook, in line with our CASS Strategy.

4.3. Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose. All examination venues must comply with the

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[2] Condition H2 - Centre Assessment Standards Scrutiny where an assessment is marked by a Centre

policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

4.4. Trainers

Some sectors specify trainer requirements for qualification delivery, for example first aid and security. Details of any specific trainer requirements are included in this qualification handbook. Centres should therefore check the handbook, or with SFJ Awards, for any trainer requirements that apply to the qualification(s) they wish to deliver. Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each trainer meets the requirements, for example certificates of achievement, CV or CPD records.

5. Assessment

5.1. Qualification Assessment Methods

Assessment methods[3] that can be used for the SFJ Awards Covert Surveillance Operations:
- SFJ Awards Level 4 Award in Covert Surveillance Operations (Basic)
- SFJ Awards Level 4 Award in Covert Surveillance Operations (Intermediate)
- SFJ Awards Level 4 Certificate in Covert Surveillance Operations (Advanced)

are as follows:

- Aural Examination
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, work products)
- Practical Demonstration / Assignment
- Practical Examination
- Task-based Controlled Assessment
- Written Examination
- Observation
- Professional Discussion
- Interview
- Presentation and Questioning
- Project

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[3] Selected from assessment methods listed on Ofqual's regulatory system (Portal)

5.2. Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work.

Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

5.3. Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated either by SFJ Awards or within specific qualifications, and which clearly demonstrate that the learning outcomes and assessment criteria have been met. Some sectors may have specific assessment requirements that apply to their qualifications and where these apply, details will be included in the qualification-specific handbook.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However, these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Guidance.

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[4] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

5.3.1. Observation

SFJ Awards believe that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However, SFJ Awards recognise that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

5.3.2. Testimony of Witnesses and Expert Witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore, if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

5.3.3. Work Outputs (Product Evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

5.3.4. Professional Discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

5.3.5. Questioning the Learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

5.3.6. Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high-risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

5.4. Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

Where assessment in controlled environments is considered appropriate for qualifications, or the use of specific assessment materials (for example, exemplars or scenarios) is required, information will be included in the qualification handbook.

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[5] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

5.5. Methods for Assessing Knowledge and Understanding

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

      a. Written tests in a controlled environment
      b. Multiple choice questions (MCQs)
      c. Evidenced question and answer sessions with assessors
      d. Evidenced professional discussions
      e. Written assignments (including scenario-based written assignments).

Where written assessments are centre-devised and centre-assessed, centres must:

- maintain a sufficient bank of assignments which are changed regularly
- record how risks in tests/exams conducted in controlled environments are mitigated
- conduct assessments in line with SFJ Awards Examination and Invigilation Policy.

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

5.6. Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

6. Assessor Requirements

6.1. Occupational Knowledge and Competence

Due to the risk-critical nature of the work, particularly when assessing in the public and security sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the unit(s) they are assessing. They will have gained their occupational competence by working within the sector relating to the unit(s) or qualification(s) they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit(s) they are assessing as a practitioner, trainer or manager.

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable in the sector they are assessing in.

6.2. Qualification Knowledge

Assessors must be familiar with the qualification unit(s) they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

6.3. Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, we expect assessors to be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification.

However, there may be circumstances when assessors have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis.

Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification

- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit).

Recognised assessor qualifications include, but are not limited to:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- An appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

Where assessors hold an older qualification e.g. D32/33 or A1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence.

Assessors must hold an assessor qualification, or equivalent competence if agreed by SFJ Awards, relevant to the type of qualification(s) they are assessing e.g.

- Level 3 Award in Assessing Competence in the Work Environment:
  For assessors who assess **competence in a work environment**, which requires the use of the following assessment methods: observation, examining work products or outputs, oral questioning, discussion, use of witness testimony, learner statements and Recognition of Prior Learning (RPL).
- Level 3 Award in Assessing Vocationally Related Achievement:
  For assessors who assess **knowledge and/or skills in vocationally related areas** using the following assessment methods: tests of skills, oral questioning, written questions, case studies, assignments, projects and RPL.

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement.**

Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee assessors working towards a qualification must be registered for the qualification with a regulated AO and achieve it within 18 months. Assessor competence will be checked through annual External Quality Assurance checks.

Centres must check the qualification handbook for assessor requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement. Centres who apply for approval to offer additional qualifications will be required to provide evidence of assessor competence for the qualifications they wish to offer.

6.4. Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

It is the centre's responsibility to retain the CPD information of assessors. Assessor competence and CPD will be checked by External Quality Assurers at the centre's annual compliance visit.

7. Internal Quality Assurer Requirements

7.1. Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice, community safety and security sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

7.2. Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

7.3. Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or

- working towards a recognised internal quality assurance qualification.

However, there may be circumstances when IQAs have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis. Recognised IQA qualifications include, but are not limited to:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- An appropriate IQA qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process.

Where IQAs hold an older qualification e.g. D34 or V1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence. Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement.

Centres must have in place a procedure to ensure that their trainee IQAs have a representative sample of their IQA decisions counter signed by a qualified IQA who holds a minimum of the **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee IQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and achieve it within 18 months. IQA competence will be checked through annual External Quality Assurance checks.

7.4. Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

8. Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

8.1. Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the unit(s) for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

8.2. Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres.

SFJ Awards are responsible for ensuring that their external quality assurance team have:

- sufficient and appropriate occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

9.1. External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

9.2. Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

10. Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

10.1. Internal Standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

10.2. External Standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Guidance and the SFJ Awards Standardisation Policy.

11. Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an Awarding Organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

12. Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled or who have additional learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

13. Health and Safety

SFJ Awards are committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards foster an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence-based qualifications in some sectors can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

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